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ABSTRACT

This pamphlet is intended to help administrators understand and employ a model of cognitive styles that will help them understand why they communicate well or poorly with certain people, why different teachers respond differently to the same style of supervision, why different students respond differently to the same style of teaching or discipline, why different types of motivational strategies work with different people, and why a certain kind of inservice training is better for certain kinds of teachers. The method used is the field-attentive-independent model, which divides people into those who are field-attentive (FA) and those who are field-independent (FI). FA people tend to be attuned to others' values, attitudes, and feelings, and to have effective people skills. FI people tend to be more task-oriented and more concerned with ideas and principles than with people. An administrator can become more effective by being aware of the kind of person a teacher is and by adapting his or her methods of motivating and communicating to that kind of person. Inservice education can be improved by matching methods of presentation to the cognitive style preferences of the trainees. Self-assessment and teacher observation instruments are included. (Author/IRT)

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How To Improve Your Effectiveness As A School Administrator

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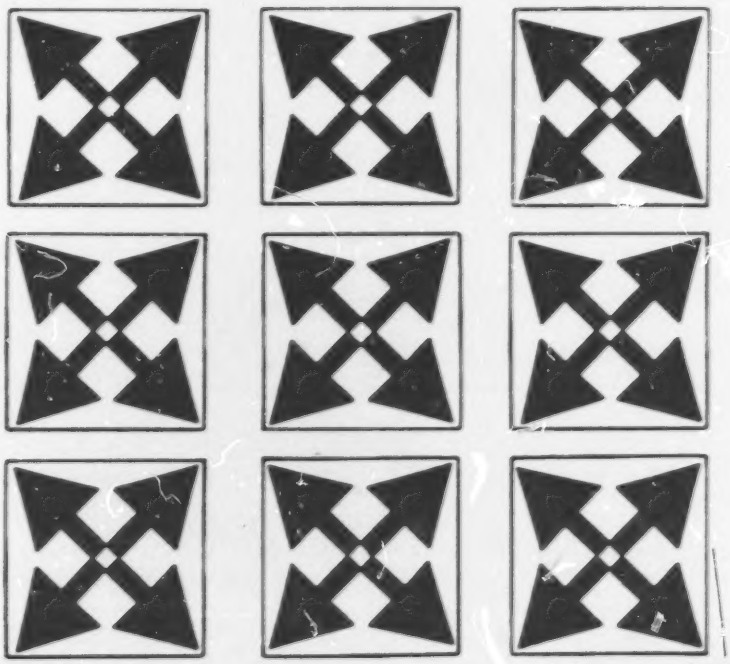

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This booklet will tell you . . .

- How to better motivate your staff.
- How to communicate more effectively.
- How to supervise teachers and other administrators more effectively.
- How to improve interpersonal relationships while at the same time improving the standards of academic quality in your school.
- How to get **maximum results** from in-service training.
- How to improve academic quality and student satisfaction by teacher-student matching.
- How to assign staff to positions that maximize their effectiveness.

Many of these objectives can be reached in a straightforward manner, at no cost, and with no more time investment than it takes to read this booklet.

To accomplish these goals the school administrator needs to know one thing. That thing is ...

... to know how others think.

Understanding how others think is a key to administrative success. This booklet will present a **simple model** for understanding how others think. With this understanding you will be able to be a more effective administrator.

Understanding how others think is the key to administrative success.

This booklet will help you understand ...

- Why you communicate especially well (or poorly) with certain people.
- Why different teachers respond differently to the same style of supervision.
- Why different **students respond differently** to the same kind of teaching (or disciplinary action).
- Why different types of motivational strategies work for different people.
- Why in-service training which is best for some teachers is inappropriate for other teachers.

Why is it that different individuals respond to the same situation in different ways?

Different people respond to the same situation in different ways because those individuals have different styles of thinking.

Each individual perceives the world uniquely. Each individual organizes his/her perceptions in a **unique way.** Each individual has characteristic ways of solving problems. Understanding the unique styles of thinking of those with whom you work **enables you** to be a more effective administrator.

Each individual has a unique way of perceiving the world. Each person has his/her own special "mental roadmap". The way a person organizes information and solves problems is referred to as his/her "cognitive style."

Another name for a thinking style is a **"cognitive style."** Understanding cognitive styles is simple and practical. The rest of this booklet will explain cognitive styles and will tell you how you can **apply** this basic knowledge to your job.

The most useful way to look at cognitive style differences is known as the "Field-Attentive-Independent" (FAI) model. The FAI model represents a continuum of cognitive styles.

Many persons are in the middle of the continuum. However, the ends of the continuum are characterized by styles of thinking that are **very different from one another.** Understanding the differences between persons at the extremes is very important. These differences can be applied to **practical leadership strategies** for dealing with people throughout the school day.

FA **Persons with a FIELD-ATTENTIVE (FA) cognitive style** pay attention to what goes on around them. For example, FA persons look at the **faces of people** more often than Field-Independent (FI) persons do. FA persons are sensitive to others and are "tuned-in" to others' **values, attitudes, and feelings.** As a result of their orientation toward others FA persons generally have **more effective people-skills** than FI persons do.

FI **Persons with a FIELD-INDEPENDENT (FI) cognitive style** pay greater attention to their own inner thoughts and feelings. FI persons prefer to work independently and their job performance is not significantly affected by others' opinions. They tend to be **task-oriented** and they like to analyze things and solve puzzles. FI persons are concerned with **ideas and principles** more than with people.

People can **differ considerably** in their cognitive styles. You can use your understanding of these differences to help you manage a more effective school.

The following pages will tell you how.

At the **end** of this booklet you will find answers to frequently asked **questions** about cognitive styles.

FA

1 prefers being with people.

2 greater consideration & empathy for others.

3 more sensitive to others values & attitudes.

4 more effective at resolving conflict.

5 willing to compromise and adjust to others.

6 chosen as friends more often, liked by others.

7 warm, tactful, helpful, concerned, sociable.

---

1 task & achievement oriented.

2 likes to solve puzzles and analyze things.

3 concerned with mastery of his/her environment.

4 concerned with ideas & principles more than with people

5 can work independently in unstructured situations.

7 less likely to request others' help.

FI

CHARACTERISTICS OF PERSONS AT THE ENDS OF THE COGNITIVE STYLE CONTINUUM

One's position on the cognitive style continuum reflects how one learns and processes information. It does not refer to how much is learned or processed. Each style can be more effective than the other, depending on the requirements of the situation at hand.

HOW TO BETTER MOTIVATE TEACHERS

Different people are motivated by different things. The key to effectively motivating subordinates is to provide reinforcement on their particular cognitive "wavelength".

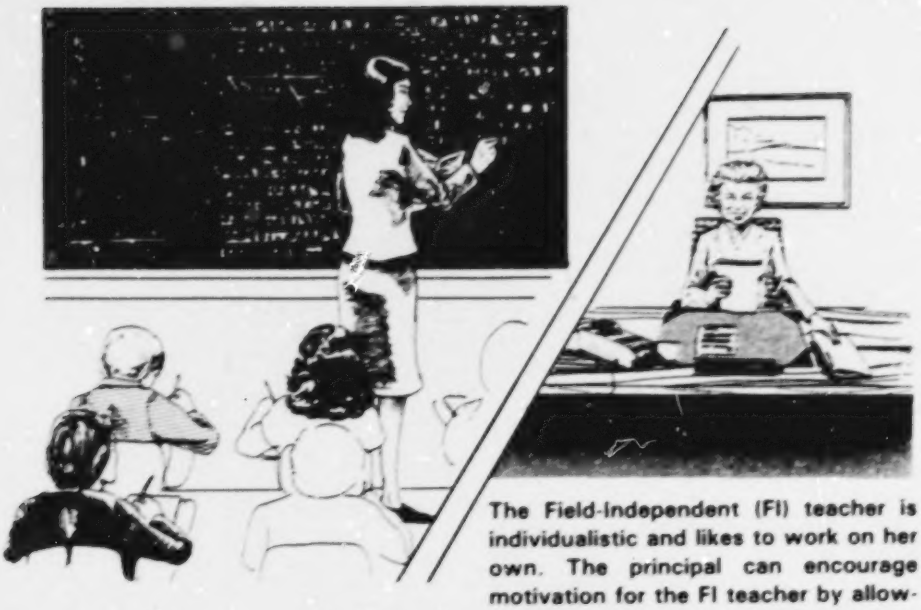
To maximize motivation for Field-Attentive (FA) teachers the administrator should keep the following FA traits in mind. FA teachers (1) are **relationship-oriented**, (2) are attuned to students' feelings, and (3) are seen by students and staff as **friendly, warm, and helpful.**

FA teachers are best motivated by relationship-oriented strategies. The strategies that work best for FA teachers are (1) to **provide emotional** support and encouragement (focusing on teacher strengths as much as possible) and (2) to encourage teachers to adopt instructional programs with high social content. Social content refers to (1) the actual subject matter taught (e.g., communication skills, psychology, human behavior, etc.), (2) the dynamics in the classroom (e.g., interaction among students during a class discussion, solving math problems in small groups, etc.), and (3) instructional tasks requiring a high degree of **collaboration** with other teachers (e.g., team-teaching approaches, developing curriculum materials in small groups, etc.). In addition, when working with FA teachers it is often helpful to emphasize general objectives and curriculum goals rather than specific and concrete ones.

FA

To maximize motivation for the Field-Attentive (FA) teacher the principal should be emotionally supportive and help the FA teacher to focus on his strengths. The principal should encourage the FA teacher to adopt instructional programs which allow social interaction among the students.

FI



The Field-Independent (FI) teacher is individualistic and likes to work on her own. The principal can encourage motivation for the FI teacher by allowing her to develop new curriculum, especially developing and teaching from behavioral objectives. The FI teacher works best in a formally structured classroom.

To maximize motivation for Field-Independent (FI) teachers the administrator should keep the following traits in mind. FI teachers (1) are **task-oriented** and actively strive to achieve high levels of student performance, (2) tend to be oriented towards the **details of curriculum materials**, and (3) prefer to work independently and operate with a high degree of **autonomy**.

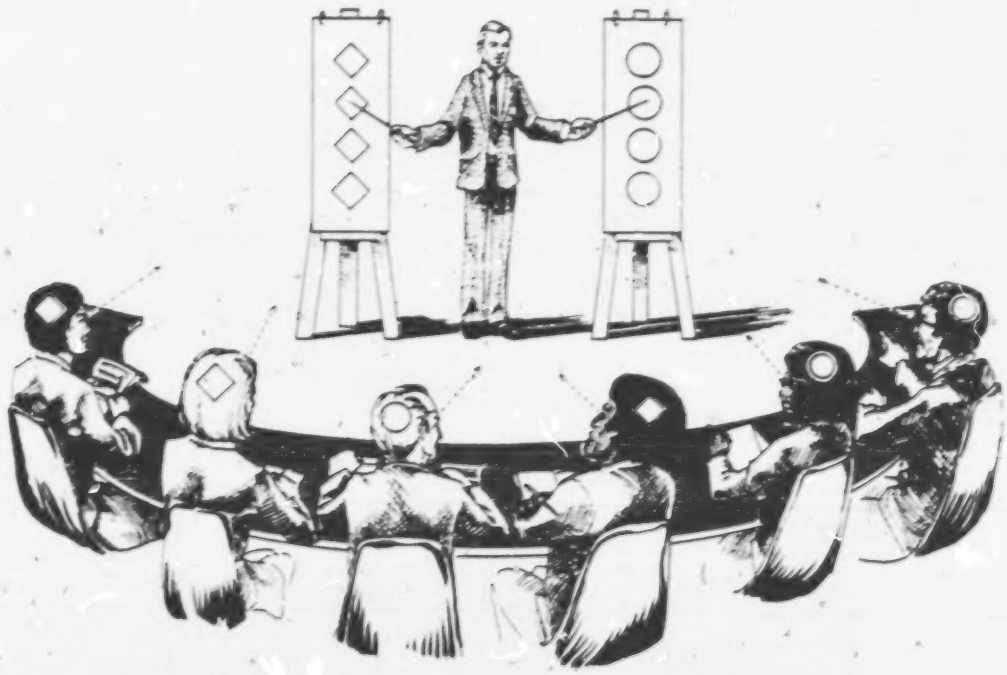
FI teachers are best motivated by task-oriented strategies. The effective administrator can capitalize on FI traits by assigning FI teachers to tasks such as developing new curriculum. FI teachers have a greater likelihood of adopting, and being successful with, **inductive and discovery** approaches to teaching. They would be effective at developing and teaching from **behavioral objectives.** FIs like to experiment and try out new approaches.

If the administrator is aware of the traits that are characteristic of each cognitive style then he/she can approach a particular teacher with the most appropriate strategy. As a result, **teacher motivation will be maximized.**

HOW TO COMMUNICATE MORE EFFECTIVELY

Listen for clues that tell you how the other person sees the world, what their mental roadmap looks like. **Paraphrasing** (restating the essential message of what others say) will help to understand how they think. **When you understand how others organize their thoughts, then you can communicate using their own mental roadmap.**

Be aware that large differences in orientation exist in a school staff. In a staff meeting it may help to present a topic or an agenda item in a way that **both** Field-Attentive (FA) teachers and Field-Independent (FI) teachers can understand. If an administrator introduces a topic which only addresses a task-focus, then FA teachers may tune-out. If the administrator introduces a topic that has only a social focus, then the FIs may not pay close attention (unless it is presented in the form of a task or achievement goal). The administrator should address mixed cognitive style groups with **goals** that relate to both the social and task focuses.



To communicate more effectively present a topic in a way that is matched to the cognitive style of the receiver. To communicate with Field-Attentive (FA) persons emphasize the social aspects of the message (or at least allow for social discussion). To communicate with Field-Independent (FI) persons emphasize the task aspects of the message.

HOW TO PROVIDE MORE EFFECTIVE SUPERVISION

Use a supervisory strategy that is matched to the cognitive style of your supervisee. Teachers improve their teaching by having their supervisors encourage them in their **strong areas.** Knowing the cognitive style of the teacher helps the administrator provide a supervisory style that is **matched** to the teacher's cognitive style.

Different teacher **observation and evaluation** forms are available for FA and FI teachers. Using the appropriate cognitive reference frame for your evaluation is crucial to effective supervision. Evaluations that are matched to the teacher's cognitive style will be **highly productive** and will result in higher levels of teacher effectiveness. Using an evaluation/supervisory strategy that is mismatched to a teacher's cognitive style can result in serious problems. These problems include the teacher (1) not feeling that the evaluation is fair, (2) not understanding the evaluation, and (3) being discouraged from further improvement.

FIELD-ATTENTIVE TEACHING STRATEGIES OBSERVATION INSTRUMENT

Indicate the frequency with which each teaching behavior occurs by placing a check in the appropriate column.

Teacher's Name | Grade | School | Date

Teaching Situation | Observer's Name

Teacher's intended teaching style (if applicable)

FIELD-ATTENTIVE TEACHING BEHAVIORS	FREQUENCY				
	Not True	Seldom True	Sometimes True	Often True	Almost Always True
PERSONAL BEHAVIORS					
1. Displays physical and verbal expressions of approval and warmth.					
2. Uses personalized rewards which strengthen the relationship with students.					
INSTRUCTIONAL BEHAVIORS					
1. Expresses confidence in child's ability to succeed.					
2. Gives guidance to students; makes purpose and main principles of lesson obvious to student.					
3. Encourages learning through modeling; asks children to imitate.					
4. Encourages cooperation and development of group feeling.					
5. Holds informal class discussions relating concepts to student's experiences.					
CURRICULUM RELATED BEHAVIORS					
1. Emphasizes global aspects of concepts; clearly explains performance objectives.					
2. Personalizes curriculum.					
3. Humanizes curriculum.					
4. Uses teaching materials to elicit expressions of feelings from students.					

FIELD-INDEPENDENT TEACHING STRATEGIES OBSERVATION INSTRUMENT

Indicate the frequency with which each teaching behavior occurs by placing a check in the appropriate column.

Teacher's Name | Grade | School | Date

Teaching Situation | Observer's Name

Teacher's intended teaching style (if applicable)

FIELD-INDEPENDENT TEACHING BEHAVIORS	FREQUENCY				
	Not True	Seldom	Sometimes	Often	Almost Always True
PERSONAL BEHAVIORS					
1. Maintains formal relationships with students.					
2. Centers attention on instructional objectives; gives social atmosphere secondary importance.					
INSTRUCTIONAL BEHAVIORS					
1. Encourages independent student achievement.					
2. Encourages competition between students.					
3. Adopts a consultant role.					
4. Encourages trial and error learning.					
5. Encourages task orientation.					
CURRICULUM RELATED BEHAVIORS					
1. Focuses on details of curriculum materials.					
2. Focuses on facts and principles; encourages using novel approaches to problem solving.					
3. Relies on graphs, charts and formulas.					
4. Emphasizes inductive learning and discovery approach.					

Different teacher observation and evaluation forms are available for teachers of different cognitive styles. When evaluating teachers it is very important to use a reference frame that is matched to their cognitive style.

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HOW TO IMPROVE YOUR INTERPERSONAL RELATIONSHIPS WHILE IMPROVING THE STANDARDS OF ACADEMIC QUALITY IN YOUR SCHOOL

Learn how to be a perceptive and flexible leader!

Principal Jones of Urban High finds that he is most effective when he adapts his leadership style to fit the cognitive style of the teacher he is dealing with. For example, when setting goals (a task-oriented, FI-type of activity) Jones uses a different strategy for different teachers. With teacher Smith (who tends to be Field-Attentive), Jones is constantly sensitive to the interpersonal dynamics of the goal-setting process. While with Anderson (who tends to be Field-Independent), Jones directs the focus more towards the task of the goals themselves.

*Principal Jones is most effective when using different strategies for dealing with conflict among members of his staff (conflict resolution is a relationship-oriented, FA-type of activity). Let's say that Smith (an FA) is in conflict with Anderson (an FI) and the two teachers must continue to work together in a team teaching situation. Jones approaches Smith with an FA strategy and says, "Smith, **our** staff **relationships** are a very important part of **our** overall program. **Everyone** will **feel better** if **we** can work out this conflict between you and Anderson. Any suggestions as to how to do that?" However, when approaching Anderson, Jones would use an FI strategy and say, "Anderson, the **task** here is to **work out** this dispute between you and Smith. To do your **job** and to **accomplish the curriculum objectives** this conflict needs to be resolved. Any suggestions?"*

A Field-Independent (FI) leadership style is effective with some teachers while a Field-Attentive (FA) leadership style is effective with other teachers. All administrators probably have **one very effective style** that is most natural for them. However, the most effective administrators will know how to **adapt** their styles to the styles of their subordinates and to the demands of the particular situation.

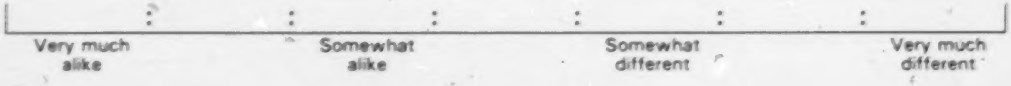
Cognitive style flexibility and leadership flexibility requires **two things.** First, you must be able to accurately assess the cognitive style demands of the situation. Second, you must be able to "flex" or adjust your style to the demands. These two skills, assessment and flexibility, are **learnable and trainable skills.**

Right now take a pencil and use the following self-inventory of your **assessment ability** and your flexibility of responses to work situations.

Assessment ability questions.

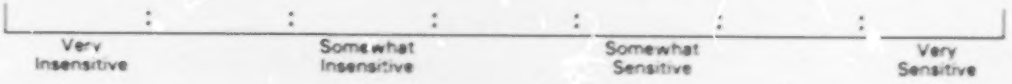
1) In general, how alike or different are your teachers when compared to each other?

2) How alike or different do you perceive the supervisory needs of your teachers?



3) To what extent to you deliberately think about the particular style of supervision you use with each teacher?

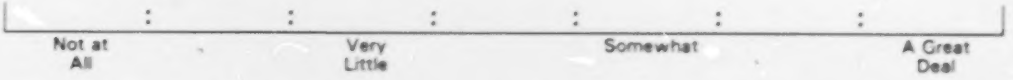
4) To what extent are you sensitive or insensitive to the cognitive styles of others?



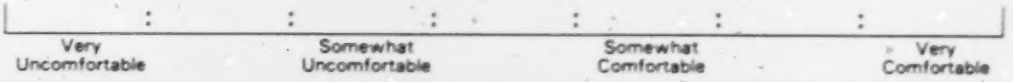
Your responses to the previous questions tells you something about the way in which you perceive differences among your staff. Your responses will depend upon the circumstances in your school and the specific teachers you supervise. In general, however, responses on the **right-hand side** indicate an ability to perceive differences among your staff. Principals who can perceive differences among their teachers are likely to have greater assessment skill, while principals who do not perceive differences are likely to have less assessment skill.

Flexibility of style questions.

5) To what extent do you vary your supervisory style with different teachers or in different situations?

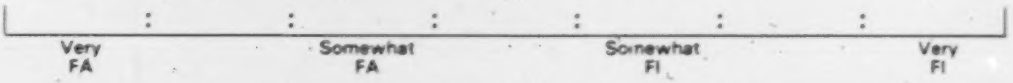


6) To what extent are you comfortable or uncomfortable when you need to shift from one style to another?



7) To what extent is your style of supervision relationship-oriented (FA), task-oriented (FI), or somewhere in between?

8) How do you think your style of supervision is perceived by your staff?



Flexible principals will tend to check the right side of questions #5 and #6. Question #7 provides an opportunity for you to self-rate your own style based on your self-perception. In addition to answering question #8, you might want to give your teachers this booklet and **ask them** how they actually do perceive you. Large differences in perceptions (between self and others) represent a potential trouble area for the administrator's leadership effectiveness.

(Continued)

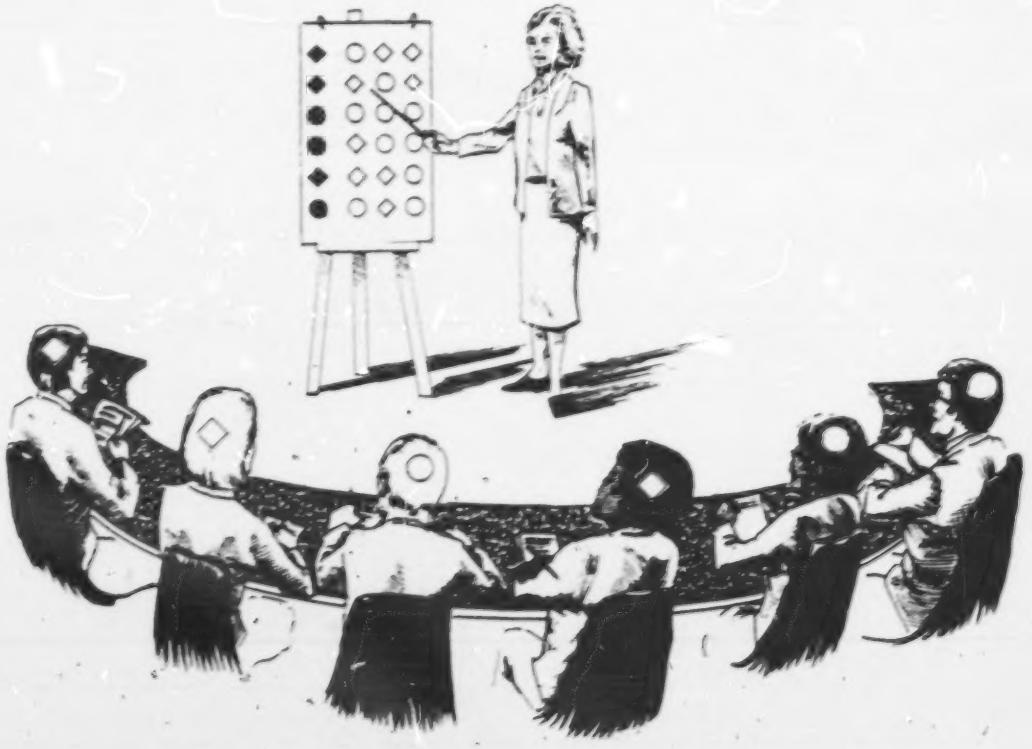
By answering the previous questions you will have a sense of your assessment abilities and cognitive flexibility. Most people are not as perceptive or flexible as they'd **like to be.** Unless you already are highly perceptive and flexible, you will want to know how to improve these two skills.

To improve assessment ability you need to find out what style of leadership/supervision your teachers prefer. Although there are psychological questionnaires available to answer this question, there is a much simpler way to find out. Just ask your teachers what style of supervision they prefer. Its amazing how much can be learned about others from such a simple request. Listen to both the content of what people say and the way that they say it.

To improve your flexibility you need to learn to respond in a variety of different ways. This may be awkward and uncomfortable at first. Try to practice responding differently in a variety of non-threatening situations (at home or with your textbook salesperson). Be aware of your inner thoughts and feelings as you try to change your style. Also, never try to change your style completely. **Make small changes** and take the change process one step at a time.

HOW TO MAXIMIZE RESULTS FROM IN-SERVICE TRAINING

Training will be most effective if it is matched to the cognitive style preferences of the trainees. For Field-Attentive (FA) teachers this means training with a high social content or with a social process. FAs gain the most from workshops with **interpersonal interaction.** On the other hand, Field-Independent (FI) teachers are most responsive to a task-oriented training program. FIs prefer objectives-based instruction and learn best when they have an opportunity to **demonstrate their mastery** of the workshop material. Obviously, these two approaches are not mutually exclusive. They can be integrated together to formulate in-service training that capitalizes on the cognitive style preference of **both types** of styles.



To maximize the effectiveness of in-service workshops the training should have a task-focus and a relationship-focus. Training that effectively integrates both these aspects will capitalize on the cognitive style preferences of both Field-Attentive and Field-Independent teachers.

HOW TO IMPROVE ACADEMIC QUALITY AND STUDENT SATISFACTION BY MATCHING TEACHERS AND STUDENTS ON COGNITIVE STYLE

Teachers and students both perform their best when interacting with others of a similar cognitive style. In a study of high school teachers and students, cognitively matched students "perceived their teachers to be significantly **more aware, warmer, and more accepting, more positive, more open, more innovative, and more responsive** compared with the perceptions of mismatched students"[1]. **Matched students also perceived their teachers' behavior as closer to an ideal** than did students who were mismatched. Studies have also found that "teachers and students matched to each other in style viewed one another positively, whereas teachers and students who were mismatched viewed each other negatively"[2]. In one study there existed not only greater interpersonal attraction among matched teachers and students, but the most FI teacher gave the **highest grades** to FI students while the most FA teacher gave the highest grades to FA students[3].

Whenever possible, pairings of teachers and students of similar cognitive styles should be encouraged. Similarly, mismatched pairings should be avoided. In single-class grades where matching strategies cannot be utilized, then it becomes crucial for teachers to develop flexible strategies. Teachers who use flexible strategies are able to draw upon both their **preferred and non-preferred** styles depending upon the particular students they are interacting with and depending upon the particular task at hand. Teachers in all cases should be encouraged to develop flexibility, but this is less critical in a larger school. In a large school matching can occur with minimal effort. Students seem to **naturally prefer and choose** teachers similar to themselves in cognitive style. Any educational program where students are given a choice among teachers probably benefits from implicit cognitive style matching. Students' preferences for teachers of a similar cognitive style usually occur after only a **brief period** of interaction.

A considerable body of research evidence documents that teachers and students both perform their best when interacting with others of a similar cognitive style.

Teachers and students that are mismatched on cognitive style are likely to become discouraged and frustrated.

[1] Gaeta, 1977, p. 7506-A

[2] Witkin, Moore, Goodenough, & Cox, 1977, p. 33

[3] James, 1973

HOW TO ASSIGN STAFF TO POSITIONS IN A WAY THAT MAXIMIZES THEIR EFFECTIVENESS

FA

Field-Attentive teachers are most effective in smaller classes which include a lot of teacher-student and student-student interaction.

Teachers should be assigned to positions that tap their strengths. It is unproductive to assign a teacher to a classroom that is mismatched to the teacher's cognitive style. The administrator making staffing decisions should consider the following guidelines. These guidelines are not meant to serve as rigid rules. However, there is a considerable body of research evidence **substantiating** these guidelines[1].

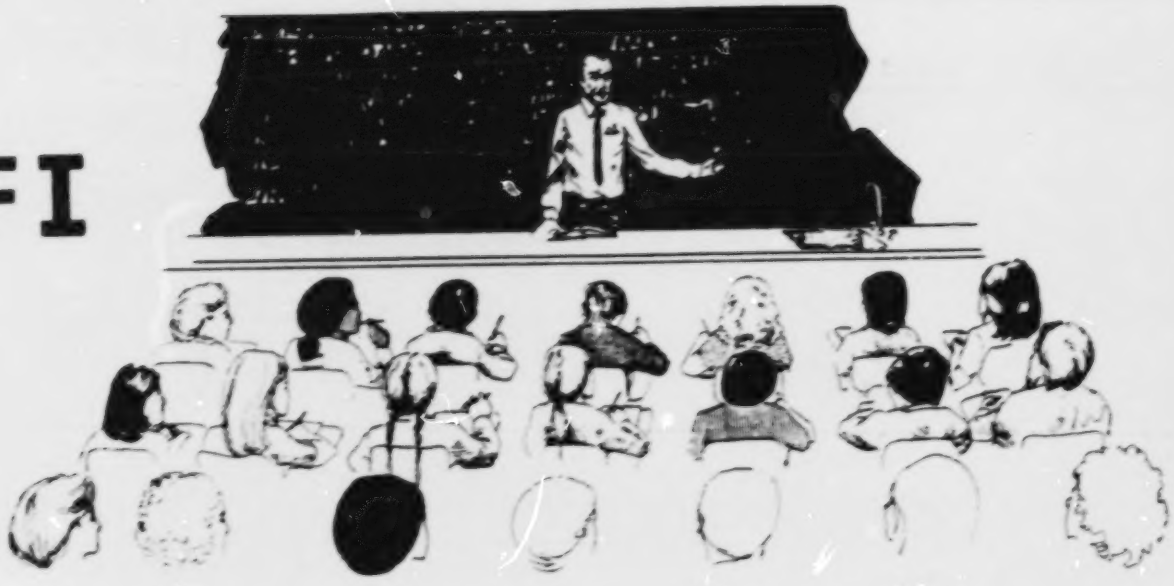
The strength of Field-Attentive (FA) teachers is in their effective relationships with others. That means that they will be **more likely to be effective** in smaller classes, especially classes which include a lot of teacher-student and student-student interaction. FA teachers work very well in an informal mode of teaching, **especially** where there are affective curriculum goals.

The strength of Field-independent (FI) teachers is in their task-orientation and their natural ability to provide a great deal of **structure** in the classroom. FI teachers tend to perform well in large classes. This is because in large classes there tends to be emotional distance between the teacher and the students. This distance is comfortable for the FI teacher. On the other hand, the FA teacher tends to be frustrated by emotional distance. FIs tend to **teach best when using** a formal approach. FI teachers perform best when the curriculum has a high-task focus.

(Continued)

[1] Mezoff, 1980

FI



Field-Independent (FI) teachers tend to provide a great deal of structure, and are therefore effective in large formal classes. Because FIs are task-oriented they are good matches for achievement-oriented students.

FA teachers work well with students that need encouragement. They tend to build an emotional rapport with students which helps to facilitate **considerable student learning** (especially for FA students). On the other hand, when FI teachers work with discouraged FA students, the FI teachers tend to be critical or set inappropriately high task-demands. This type of response is only likely to lead to further student failure.

FI teachers work best with high-achieving, mastery-oriented students (in other words, students that match the teacher's own FI cognitive style). FI teachers **would be** effective in working with advanced placement and honors students.

TEST YOUR KNOWLEDGE & APPLY YOUR LEARNING

(If you need more space, use an additional sheet of paper)

(1) Identify three traits characteristic of Field-Attentive (FA) persons. _____

(2) Identify three traits characteristic of Field-Independent (FI) persons. _____

(3) Identify one strategy to help motivate an FA teacher. _____

(4) Identify one strategy to help motivate an FI teacher. _____

(5) Identify two situations in your school where you could improve communication by applying what you have learned about cognitive style differences. _____

(6) How might you modify your style of supervision? Specifically, how could you supervise FA teachers so as to build on their strengths? _____

(7) How could you supervise FI teachers so as to build on their strengths? _____

(8) How might you be a more flexible leader when dealing with FA persons? _____

(9) How might you be a more flexible leader when dealing with FI persons? _____

QUESTIONS & ANSWERS

Q: How do I find out what style I am?

A: Various instruments are available from ODT Associates or Style-Flex® that can provide you with feedback on your cognitive style. There are also instruments (in the development stages) to test cognitive style flexibility.

Q: I have some characteristics from both ends of the Field-Attentive-Independent (FAI) continuum. What does that mean?

A: That means that you are a flexible administrator. If you are demonstrating the appropriate style in the appropriate situation then you have the ideal combination of perceptiveness and flexibility.

Q: How do I find out what the styles of my staff are?

A: The easiest way is to ask them. Give them a copy of this booklet and ask them which style they think they are. People have a very good idea of their own cognitive style preferences. An alternative can be to have Style-Flex® facilitate an introductory workshop for your staff. A basic component of all Style-Flex® workshops is the administration of cognitive style questionnaires. The results provide individualized feedback for all the participants.

Q: What can I do to help my staff be more cognitively flexible?

A: Helping people understand their style is a start. Style-Flex® provides workshop training on cognitive style awareness and flexibility.

Q: Are in-service communication workshops available for my staff?

A: Yes. ODT Associates provides communication skill training (using videotape-feedback) based on the cognitive style model.

Q: What is the best kind of teacher to hire?

A: It depends. It depends on the students in the class, the class size, and the educational task at hand. For example, for an analytic subject (such as trigonometry), with large class sizes, and at the honors level, we would probably want to hire an FI.

Q: Where can I learn more about the FAI continuum?

A: We will refer you to three articles:

Mezoff, B., Cognitive style and interpersonal behavior: Implications for human relations training settings. Amherst, Mass., ODT Associates, 1980c (ERIC Document Reproduction Service No. not yet assigned.)

Witkin, H. A., & Goodenough, D. R., Field dependence and interpersonal behavior. Psychological Bulletin, 1977(a), **84** (4), 661-689.

Witkin, H. A., Moore, C. A., Goodenough, D. R. & Cox, P. W., Field-dependent and field-independent cognitive styles and their educational implications. Review of Educational Research, 1977, **47** (1), 1-64.

A four volume indexed bibliography includes over 3,000 studies investigating the FAI continuum. These bibliographies are available from Educational Testing Service (ETS), Princeton, New Jersey.

Q: Is there more than one continuum of cognitive style?

A: Yes. There are as many as a dozen major dimensions of cognitive style. For a review of the others refer to Messick, Samuel and Associates, Individuality in Learning. San Francisco, California: Jossey-Bass, 1976. The FAI continuum is the most thoroughly investigated continuum of cognitive style. This booklet has focusd on FAI because it is the dimension most useful to school administrators. A considerable body of research literature documents cognitive style matching effects between teachers and students at almost every educational level.

Q: Are there other sources that document some of the other kinds of cognitive style continuums?

A: Yes. The most readable sources are those published on the cognitive style of "conceptual level." See the following two books:

Hunt, D. E. Matching models in education. Toronto, Canada: Ontario Institute for Studies in Education, 1971.

Hunt, D. E., & Sullivan, E. V. Between psychology and education. Hinsdale, Illinois: The Dryden Press, 1974.

About the Author

Bob Mezoff is an international expert on designing and conducting educational and training programs to match the cognitive style preferences of students. He is a lecturer on cognitive style awareness noted for his humorous and sensitive appreciation of cognitive style differences and renowned for his ability to communicate this awareness to others.

Mezoff's background includes a B.S. in Industrial Engineering, Masters Degrees in both Business Administration and Counseling, and a Doctorate in Applied Behavioral Science. He has done extensive research and has published articles on cognitive style and training. He is a former faculty member of the University of New Brunswick where he taught Management, Organizational Behavior, and Human Relations. He is a certified human relations trainer and consultant and is a registered Organization Development Professional Consultant. He is also certified as a secondary school principal by the Commonwealth of Massachusetts.

Mezoff is president of ODT Associates, a Massachusetts-based behavioral science consulting firm. He also has total responsibility for **Style-Flex®** , a division of ODT Associates. Style-Flex® conducts workshops and seminars on cognitive style awareness, and how to increase cognitive style flexibility. Style-Flex® is unique in being the only organization in the world to offer cognitive style flexibility training.

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